



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Latymer All Saints C of E Primary School

Hydethorpe Avenue  
Edmonton  
London N9 9RS

**Previous SIAMS grade: Good**

**Diocese: London**

Local authority: Enfield

Dates of inspection: 30 April 2015

Date of last inspection: March 2010

School's unique reference number: 102041

Headteacher: Kathy Hill

Inspector's name and number: Daniel Norris (NS 755)

#### School context

Latymer All Saints is a large three-form entry primary school with a nursery working in partnership with the parish of All Saints Edmonton. The school serves a diverse community in which levels of deprivation are significantly above average. Most children come from ethnic minority backgrounds and the proportion of children with Special Educational Needs or Disabilities or who are at the early stages of learning English is higher than the national average. The new Headteacher who was previously the Deputy Headteacher took up her post in September 2014. There has been a significant review of governance in the last 12 months.

**The distinctiveness and effectiveness of Latymer All Saints School as a Church of England school are good.**

#### Areas of strength

- The school's Christian values strongly articulated and modelled by leaders are well understood and are having a positive impact on behaviour, relationships and raising aspirations.
- This is an inclusive and welcoming school where diverse members of the school community feel safe, valued and nurtured.
- The involvement of the Incumbent of the Parish in the life of the school is having a positive impact on the quality of Religious Education (RE) and Worship and the spiritual development of the entire community.

#### Areas to improve

Provide more opportunities for children to develop spiritually by:

- Broadening the range and styles of school worship so that children become more familiar with the distinctiveness of a wider range of Anglican practice and Christian traditions.
- Raise standards in RE by increasing the proportion of outstanding teaching and the level of challenge in RE lessons and enriching the curriculum with more frequent visits and visitors.

**The school, through its distinctive Christian character, is good at meeting the needs of all learners.**

The school's Christian values of love, aspiration and service have been placed at the heart of the school's ethos. They form the basis of the school's programme of collective worship and children are nominated and celebrated for demonstrating these values in action. Children can readily articulate, with reference to the scriptures, how Jesus taught his disciples to be more loving, to serve one another and how he expected them to use their gifts and have high aspirations for themselves. This belief energises and challenges the school community to seek to be the very best it can be. The school community is diverse and vibrant and this ensures that children are aware that Christianity is a multi-cultural world faith and enables them to develop friendships with people of different faiths and cultures. Children want to come to school, have excellent attendance and are unanimously positive and proud of their school. The school provides a welcoming and inclusive environment and members of staff and children of other faiths feel safe, affirmed and valued. As a result behaviour is good and incidences of bullying are rare. The school welcomes parents and offers daily hospitality to those who wish to come in for refreshments in the morning. Each individual is valued and cared for and this is expressed in the effort that is taken to nurture and support staff and to ensure all children are included in learning. From often significantly lower starting points than other schools nationally, children achieve well and Year 6 children feel well prepared for the challenges of secondary school. Good quality experiences in RE and worship and well planned opportunities for the development of spiritual, moral, social and cultural development ensure that children develop a good moral compass and spiritual disciplines for life.

**The impact of collective worship on the school community is good.**

All children and staff participate in worship daily and describe its importance to the life of the school. They feel it brings the school community together and is a focus for reflection and a good opportunity to develop an understanding of the school's Christian values. One member of staff commented, 'these children really worship and staff worship with them'. As a result of a theme of worship relating to the school value of service, children described how they and their parents are now regularly collecting items of food to support their local Food Bank. Worship is planned well in collaboration with the incumbent of the parish and is linked to the seasons of the church year and the school's Christian values. Careful planning ensures that there is a biblical basis for each act of worship and that children gain an understanding of God and his relationship to his people in the Old Testament and the person of Jesus Christ in the gospels and the development of the Early Church in the New Testament. Children enjoy the opportunities they have to worship in Church and are pleased that these opportunities have now increased. Older children talk movingly of the opportunity they now have to receive communion or blessing as part of their worship and how this brings them closer to God. More recently, there have been effective opportunities for children to learn about aspects of Anglican liturgy and practice and this has increased the variety of worship available. There are regular opportunities for children to pray both formally and informally during the school day and as a result children have a good understanding of the purpose and practice of prayer. Groups of parents and staff meet to pray for the school and the local community. Children are active and lively participants in worship and regularly have the opportunity to plan and lead acts of worship, which parents and governors attend. The school has rightly recognised the need to enhance children's spirituality through incorporating a wider range and variety of styles from different traditions and cultures.

**The effectiveness of the religious education is good.**

Children enjoy RE lessons and make good progress from their starting points that are generally below those expected in most schools nationally. Children make good progress because leaders have high expectations. They have ensured that teachers have clear

guidance on what children need to learn and have appropriate support and resources. Effective systems for assessment have now been put in place and teachers are using a wider range of evidence when assessing children's progress. Effective questioning in lessons and appropriate differentiation of tasks ensures that all children are learning in RE. The quality of teaching in RE is consistently good and on some occasions is outstanding. A particularly effective tool in developing children's reflective skills has been the use of Godly Play in the Early Years Foundation Stage. In these classes children listen intently to a biblical story and are encouraged to reflect and wonder using all of their senses. The school has effectively addressed the development points from its last inspection and there is now a clearer and more consistent approach to assessment that draws on a wider range of evidence. Children's RE books and class big books show a good balance between learning about and learning from Christianity and other faiths. Most books now contain next step targets or questions to further encourage deeper learning. Children have a good understanding of the Christian faith. In Year 1 and 2, children are confident to use a wide range of religious language and older children have written some good reflections on the sacraments of Baptism and Eucharist. More recently, the teaching of Christianity has been enhanced by the incumbent of the parish facilitating some interactive lessons developing children's understanding of Anglican traditions and practice. The school, recognizing its diversity, has supplemented the existing Diocesan scheme so that it contains more opportunities for children to learn about other faiths alongside Christianity. Children and families of other faiths play an important part in helping the school community to learn about and understand their faiths. Effective monitoring of learning and teaching by the RE subject leaders ensures that all children in the school are learning effectively and any staff who require additional support can access it. The school has rightly identified the need to increase the level of challenge for the most able by ensuring that all tasks enable children to achieve at the highest level showing creativity and originality in the application of their knowledge and skills.

**The effectiveness of the leadership and management of the school as a church school is good.**

Leaders and governors have a clear Christian vision for the school and have developed and nurtured a school community that is loving, aspirational and which places service of God and others at its heart. Staff and parents are unanimous in their support for the Christian ethos of the school and parental and staff surveys commissioned by the school indicate a high level of satisfaction. There have been significant improvements in the governance of the school and the school actively recruits governors with skills that are needed in order for the governing body to be effective in their role. Governors receive reports about the quality of RE and worship and make regular visits to the school; as a result they have a clearer understanding of the school's strengths and weaknesses and are actively contributing to self-evaluation. The newly appointed Headteacher who was previously the Deputy Headteacher has ensured that the spiritual life of the school has a high priority and that the development points from the last inspection have been implemented. There are good links between the school and the parish church and local community. The experienced previous RE and Worship subject leader who is preparing for retirement has had an extremely positive impact on these areas and has been working effectively in partnership with the new post holder. This is ensuring that there is an effective transition and that the new leader is well prepared to lead effectively. The school has made an effective link with a Church of England School in Hampshire and this has enabled children to learn about life in a different part of Britain. The school has made effective use of the support it has received from the Diocese and is well placed to improve further.

SIAMS report 30<sup>th</sup> April 2015 Latymer All Saints C of E Primary School Edmonton N9 9RS